



The Learning Experiences of Youth Groups - -

A Study of 4-H Clubs in Barbour County, West Virginia

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WEST VIRGINIA UNIVERSITY AGRICULTURAL EXPERIMENT STATION

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(A Study of 4-H Clubs in Barbour County, West Virginia)

Leonard M. Sizer, Ward F. Porter,

Charles C. Anderson, and Laurel Sabrosky

WEST VIRGINIA UNIVERSITY AGRICULTURAL EXPERIMENT STATION

The American Country Life Citation

of

CHARLES C. ANDERSON

1891 - 1956

On July 10, 1956, a few months before his death, Charles C. Anderson was honored by receiving a citation from the Country Life Association. His colleagues in this research project wish to express their affection and esteem by sharing this citation with the readers of this publication.

Citation to Charles C. Anderson¹

FORTY-FOUR years ago, a young man in his early twenties accepted a rather unusual assignment with the Bureau of Plant Industry of the U. S. Department of Agriculture. This assignment involved walking across the states of Mississippi, Alabama and Georgia, interviewing farmers along the way, in an effort to determine the educational effectiveness of farmers' institutes, bulletins and agricultural demonstrations. This individual was Charles C. Anderson, affectionately known to his friends as 'C. C.' or 'Andy.'

"This undertaking, in many respects, is symbolic of the progressive philosophy, sense of responsibility, devotion to duty, and affection for rural life of the man who later became an extension worker and teacher of the highest calibre.

"C. C. Anderson was born in Owsley County, Ky., in 1889. After receiving his Bachelor of Science Degree from Berea College, he began his rural educational career by conducting farm demonstrations for the Bureau of Plant Industry in several Kentucky counties. As one of the pioneers in Extension, he became a county agent in Perry County, Ky., in 1913, later moving to Pleasants County, W. Va., and then to Nicholas County where he combined his extension activities with the teaching of vocational agriculture.

¹Proceedings of the American Country Life Association, *Rural Families With Low Income, Facing the Problem*, 1956, pp. 74, 75.

"In 1919, he resigned to establish a life-long pattern of continuing education and professional improvement by beginning graduate work at West Virginia University. He received his Master of Science Degree in agricultural education in 1921, and taught on the staff there and at the University of Kentucky until 1927. Following a period of activity in private business, much of which involved his talents in training others, he returned to West Virginia in 1942 as county agent in Mason County. In 1946, he became administrative assistant to the director, a position which he held until his retirement on July 1 of this year. During the past few years he also taught extension program planning and other courses in the College of Agriculture.

"Among the many fine qualities so characteristic of C. C. Anderson, possibly the most pronounced are the youthfulness of spirit and philosophy, his energy and enthusiasm, and the progressiveness of his thinking. These qualities help to explain his avid interest and significant achievements in working with youth: 4-H, Y.M.W., and college students alike. Also an expression of these qualities is his life-long quest for knowledge, as evidenced by his wide reading, his academic work, and finally his support and participation in the research program of the Agricultural Experiment Station.

"The State of West Virginia can be justifiably proud of this devoted and capable rural leader. In recognition of his untiring efforts on behalf of the betterment of rural living, the American Country Life Association takes pleasure in citing Charles C. Anderson for Distinguished Service to Rural Life"—Harry Varney, President.

Summary

THIS report gives a detailed analysis of the more important aspects of a study of the 4-H Clubs of Barbour County, West Virginia. To accomplish this analysis, it was necessary to secure some over-all measure of the clubs' performance. To provide for this requirement, individual learning-experience scores were devised. Twenty-one types of learning experiences common to 4-H Club work were used to assign scores to the sample members of the 40 4-H Clubs of the county.

A 50 percent sample of the club members was drawn. The individual items of the learning-experience scores were examined to ascertain whether community-type or school-type clubs had significantly larger percentages of their members qualifying for the specific items which made up the total score. There were only minor differences in 10 items, intermediate levels of difference in 4 items, and significant differences in 7. Of the 4 items which had intermediate levels of difference, 2 were most strongly represented by members of community clubs and 2 by members of school clubs. Of the 7 items which had significant levels of difference, 6 were most strongly represented among the members of community clubs and 1 by members of school clubs. The community-type club members had significantly higher average scores than the school-type club members.

Since the remainder of the report might be considered a summary of more detailed analysis, a few simple statements of the results will acquaint the reader with its general content.

1. Leaders of community-type clubs spent more time in 8 of 10 phases of club work than did leaders of school-type clubs. Usually, as club leaders spent larger amounts of time on specific phases of club work, individual club member's learning-experience scores increased.

2. Time spent by leaders was a more important factor in school-type clubs than in community-type clubs.

3. In community-type clubs, girls had higher average learning-experience scores than boys. In school-type clubs there was no difference in average scores between the sexes.

4. The age of club members was not significantly related to individual learning-experience scores, but length of club membership was.

5. Club members from nonfarm families were not disadvantaged in 4-H Club work; however, members from mining families, while not disadvantaged in school-type clubs, seemed to be at some disadvantage in community-type clubs.

6. A high evaluation of benefits from club membership was associated with higher learning-experience scores.

7. Parental help of club members and involvement of parents in club programs were reflected in high learning-experience scores of the children.

8. Traditional indices (e.g., re-enrollment) used to evaluate 4-H Club work concur, in general, with the findings of the individual learning-experience scores used in the present study. Likewise, clubs having ribbon awards had higher average learning scores than those which did not receive the awards.

9. The size of clubs was not related to differences in achievement, as measured by individual learning-experience scores.

10. The study does not support the belief that a man is needed to serve as leader or assistant leader. However, since time spent by club leadership with adult counselors, many of whom were men, was associated with higher scores, this source of male influence should be acknowledged.

11. Club members older or younger than the dominant age level of the membership of the club did not appear to be handicapped in learning-experience achievements.

12. The age of club leaders was not an important factor in affecting the accomplishments of the club members, but the stability of leadership tenure was an important factor.

13. Experience in club leadership, unevaluated, was not important.

14. Rituals and orderly routine were important to community-type clubs, but apparently unimportant in school-type clubs.

15. Among community-type clubs, club members in clubs with medium numbers of project and demonstration meetings had higher average learning-experience scores than club members in clubs which had greater or less than medium numbers of project and demonstration meetings.

The Learning Experiences of Youth Groups --

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LEONARD M. SIZER, WARD F. PORTER, CHARLES C. ANDERSON, and LAUREL SABROSKY

The Learning Environment of Youth Groups

THIS is a study of the learning circumstances of the 4-H Clubs in Barbour County, West Virginia.

It would seem well to define 4-H Clubs and the characteristics of their learning environment. Broadly speaking, 4-H Clubs are voluntary, free-associational, sponsored youth groups. They are voluntary¹ in the sense that membership and attendance at meetings are optional on the part of young people.

The 4-H Club is defined as "free-associational" to identify the relatively democratic nature of leader-member relationships and the tendency to foster an exchange of ideas in formulating plans and programs for the group. This study differentiates the community-type club environment from the school-type club environment; the latter is a relatively authoritarian, disciplined situation. The free-associational setting for the youth group may be regarded as modern society's attempt to channel the drives of youth into useful and creative paths. This task is best accomplished by a sympathetic adult who can be tolerant of the exuberant activity of youth, while mediating the values of "the larger society" to the young. The free-associational climate is utilized to further creative developments while providing a leader who makes a program available but does not impose it. Through the program, content is given to the free-associational experience, and varying levels of abilities and interests are met.

The third aspect of the 4-H Club, as suggested here, is its sponsored characteristic. This stands in contrast to the *school*, in which attendance is compulsory, and to the youth *clique*, which is a spontaneous emergence based on personal affinities, without an avowed interest expressed by adult groups or agencies. The 4-H Clubs are sponsored by the Cooperative Extension Services. As the sponsoring agencies, they assist the clubs in securing leadership and in developing programs.

¹"Voluntary" is a relative word, in that participation or non-participation actually may not be a live option to many of the youth in rural communities.

The characteristics thus delineated group 4-H Clubs with Boy Scouts, Girl Scouts, Pioneers, Campfire Girls, Lodge and Fraternal Youth groups, Junior Deputies, and Church Youth groups. A study of 4-H Clubs furnishes data which may be used to pose questions of similarities, differences, and relevancies to other youth groups which have similar general characteristics.

Background of Study

The Cooperative Extension Service of the United States Department of Agriculture and of the Land-Grant colleges has been aware of the need to test the effectiveness of Extension programs. Evaluation of program objectives, and of the activities through which they are pursued, has been part of the Extension Service since its inception. Those engaged in evaluation procedures have been given increased responsibilities as Extension has sought to intensify this part of its program.

The 4-H program has long been a significant part of Extension's efforts to meet important needs of rural people. In 1956 there were 2,200,000 members and 90,600 clubs. This indicates that the program has fulfilled a basic need. Evaluative research is, therefore, focused upon assisting those who are concerned with meeting the needs of rural youth by examining those needs and the program that 4-H has offered to meet them. Success of 4-H Clubs depends upon securing local volunteer leadership. It has been the responsibility of Extension workers to recruit leadership and provide leaders with help in the local programs, as well as to broaden and enrich the local program through inter-club activities at the county, state, national, and international levels.

There are two main types of local 4-H Clubs in West Virginia—the community-type and the school-type. The latter is organized in the local school and is usually allotted an hour or so per month for activities within the scheduled school time. Usually a teacher is the club leader. The community-type club, though it also may meet in a school building, usually meets in the homes of members or leaders or, perhaps, in a community building or church. Usually its meetings are held in the evening.

Many states have favored one or the other of these types of clubs and have become advocates of the particular type which has seemed most useful to them. In West Virginia both types of clubs have been of nearly equal importance. This gives the State an advantage as a field for study of the two types of club organization.

In 1947-48, under the leadership of Ward F. Porter,² Charles C. Anderson, and Laurel Sabrosky, such a study was undertaken in 11

²See Appendix, Section II.

counties of West Virginia. In comparing the two types of clubs, using certain commonly-accepted criteria such as project completion, re-enrollment, membership tenure, and continuity of club existence, it was learned that the community-type club was generally superior to the school-type club. A number of unanswered questions arose which suggested that local clubs needed to be studied more intensely.

Problems of the Present Study

In the first phase of the 4-H club study, club performance was evaluated on the basis of accepted measures generally used to judge a club's effectiveness. In the second phase the researchers sought to find a more comprehensive measure of club effectiveness—a measure which might begin with a consideration of educational objectives in the light of the total developmental needs of rural youth. This study needed a comprehensive statement of these educational objectives.

In May 1935, the National Committee of Land-Grant Colleges and the United States Department of Agriculture on 4-H Club work issued a report containing "4-H Club Objectives."³ These objectives met a need of this study.

A national panel⁴ was asked to study the objectives and to list learning experiences which might lead to the achievement of the objectives. Results of this study were summarized,⁵ and appropriate learning experiences were related to 4-H Club goals. The purpose of the panel was not to originate appropriate goals, but rather to identify all possible logical learning experiences which might lead a 4-H Club member to achieve previously accepted 4-H Club educational goals.

With the summary of learning experiences in 4-H Clubs available for us in this study, the next step was to select the specific learning experiences which would serve as criteria for judging club performance. Twenty-one experiences were selected as applicable to Barbour County.

³"Recommended Policies Governing 4-H Club Work," Report of the National Committee on Land-Grant Colleges and the U. S. Department of Agriculture on 4-H Club Work, May 1935.

⁴The panel consisted of the following members: Dr. Saul Bernstein, Professor of Group Work, Boston University; Bernice Bridges, National Social Welfare Assembly, New York; Dr. Shirley Cooper, National Education Association, Washington, D. C.; T. A. Erickson, General Mills, Minneapolis; Jane Franseth, U. S. Office of Education, Washington, D. C.; Dr. Elbert Fretwell, Boy Scouts of America, New York City; J. M. Fry, Director of Extension, Pennsylvania; Leonard Harkness, State 4-H Club Leader, Minnesota; G. L. Noble, Managing Director, National Committee on Boys and Girls Club Work, Inc., Chicago; Wilbur F. Pease, County 4-H Club Agent, New York; Dr. Troy Stearns, Associate Professor of Education, Michigan State College; Dr. R. W. Tyler, Dean of Division of the Social Sciences, University of Chicago; Esther Taskerud, Assistant State 4-H Club Leader, Oregon; Dr. H. R. Varney, Dean of Agriculture, West Virginia University; Ned Wood, Veterans Adviser, North Carolina State College.

⁵Sabrosky, Laurel K., *Summary of the 4-H Club Teaching Objectives and Learning Experiences*, Extension Service, United States Department of Agriculture, Mimeographed publication March, 1951.

One additional, but secondary, purpose of this study was to relate learning experiences⁶ to statistical performance, project completion, re-enrollment, membership tenure, and length of club life. In other words, do clubs that perform well provide the most suitable learning experiences? The 21 items used for scoring follow:

1. Community project, 2. Community project participation, 3. Project completion, 4. Money-raising participation, 5. Exhibiting (1),⁷ 6. Social activities participation (2), 7. Individual recognition, 8. Contests, 9. Play-pageants, 10. Demonstration (1), 11. Officers, 12. Panel-talkfest, 13. Camp attendance, 14. Committee work, 15. Demonstration (2), 16. Social activities participation (2), 17. Tour-field trip (1), 18. Exhibiting (2), 19. Judging (1), 20. Tour-field trip (2), 21. Judging (2).

It was possible for a club member to receive a score for each of the 21 experiences.

The Procedures

In the first phase of the study, when concern was focused upon the club as a unit, a sample of the clubs of 11 West Virginia counties was included.

Since the second phase was concerned with experiences of club members, intensive study of one county seemed more desirable. It was believed that in one county there would be uniformity of inter-club activity and a greater degree of uniformity of county-staff influence. Since there were nearly equal numbers of school-type and community-type clubs in Barbour County, the County seemed well suited to meet the needs of the study. Of the forty 4-H Clubs in the County, 18 were school-type and 22 community-type clubs.

The first phase of the study indicated some significant differences between school and community clubs. Hence, the adequate numerical representation of each type was thought to be important. The State 4-H Club staff believed that Barbour County might be fairly representative of the 4-H Club program of the State. During 1953, membership of Barbour County 4-H Clubs was 640. A random sample of 320 was drawn; of these, 136 were from school-type clubs and 184 from community-type clubs.

To gather the data, four schedules and one leaders' record book were devised. These, together with county records, enrollment cards,

⁶An individual learning-experience is defined as a set of acts performed in relation to some 4-H Club goal; or a state of knowledge, which has been the result of specific phases of the club program.

⁷Arabic numerals (1) and (2) following: exhibiting, demonstration, tour and field trip, and judging, are used to differentiate between individuals who had one such experience and those who had two or more of the same experiences.

and a file of State and local communications furnished the data. The leaders' record book showed time spent by the leaders and assistant leaders on various phases of the club work.

The first three schedules were used in interviewing leaders and assistant leaders to obtain a comprehensive view of local club work: Schedule 1 covered club characteristics; Schedule 2 covered club meeting activities; and Schedule 3 covered group activities outside regular meetings. Before each interview, club record books were checked and tabulations made to serve for cross-reference purposes. To foster completeness and accuracy, data for the three schedules were collected at a single interview.

The third phase of data-collecting involved gathering social and club data from 320 club members. In this interview an effort was made to achieve a recording of the full range of possible participation in and through the local club.

An Analysis of the Clubs and Their Situation in Barbour County

Tables 1 through 5 present various characteristics of Barbour County 4-H Clubs. These data are arranged to show contrasts and comparisons between community-type and school-type clubs.

Table 1 shows that there were seven first-year school-type clubs.

TABLE 1. CHARACTERISTICS OF BARBOUR COUNTY 4-H CLUBS

CHARACTERISTICS	COMMUNITY- TYPE CLUBS	SCHOOL- TYPE CLUBS
	<i>Number</i>	<i>Number</i>
Age of Clubs		
1 year	1	7
2-3 years	8	2
4 or more years	13	9
Size of Clubs		
1-6 members	2	2
7-9 members	3	3
10-15 members	12	6
16-20 members	3	2
21+	2	5
Dominant Age Group*		
10 years and under	4	6
11-13 years	10	11
14-16 years	8	1
Clubs with Members		
17 years and over	8	1
Sex of Members		
Number of Boys	67	34
Number of Girls	117	82
TOTAL CLUBS	22	18

* Dominant Age Group: The clubs were rated upon the basis of the number of members in the age categories listed. When there was doubt on a simple numerical basis as to which category to use, doubt was resolved in favor of the older-age category.

The smallest of the County's clubs had 5 members and the largest, a community-type club, 52 members. Two school-type clubs had memberships of 49 and 47 respectively. Eight community-type clubs and only one school-type club had dominant-age groups of 14-16 years.

Table 2 shows that female leadership was predominant. All but 10 of the clubs had leaders less than 46 years of age. Contrary to the

TABLE 2. CHARACTERISTICS OF LEADERS OF BARBOUR COUNTY 4-H CLUBS

CHARACTERISTICS	COMMUNITY- TYPE CLUBS	SCHOOL- TYPE CLUBS
	Number	Number
Leadership		
Women	19	17
Men	3	1
Male Influence* in Club Leadership		
With Male Influence	5	7
Without Male Influence	17	11
Age of Leaders		
35 years of Age or Less**	7	7
36 through 45	10	6
46 and over	5	5
Year-Around Leadership		
With Year-Around-Leadership	21	14
Without Year-Around-Leadership	1	4
Leadership Experience		
1st year Experience	6	4
2-3 years Experience	7	1
4 or more years Experience	9	13
Leadership Turnover		
(Number of Years of Club History per Leader)		
1 or less	8	8
1.01-1.99	5	2
2.00-2.99	2	5
3+	7	3
Leadership Stability		
(Years of Leadership of Current Club)		
1	9	12
2-3	7	3
4 or more	6	3
Recruitment† of Leaders		
Original Recruitment		
By Club Agent or School Official	11	7
Volunteered	2	2
Other	9	9
For Current Year		
By Club Agent or School Official	15	7
Volunteered	5	6
Other	2	5
TOTAL CLUBS	22	18

* If there was a male club leader, or assistant leader, the club was regarded as having "male influence."

** Groupings used in this section of the report are such as to distribute the club members into near equal groupings for further analysis.

† The club leaders were asked how they happened to become club leaders originally and for the current year.

TABLE 3. CHARACTERISTICS OF MEETINGS OF BARBOUR COUNTY 4-H CLUBS

CHARACTERISTICS	COMMUNITY- TYPE CLUBS	SCHOOL- TYPE CLUBS
	<i>Number</i>	<i>Number</i>
Opening Ritual		
Individual Experiences*		
Average Number per Meeting		
0-.49	9	3
.5-.9	4	7
1-2	9	8
Group Experiences**		
Average Number per Meeting		
0-1.9	14	8
2+	8	10
Business Meeting		
Routine†		
Formal Steps Noted per Meeting		
0-.9	5	5
1-1.9	12	7
2+	5	5
Decision Making‡		
Formal Steps Noted per Meeting		
0-.9	4	7
1-1.9	12	4
2+	6	7
TOTAL CLUBS	22	18

* "Individual experiences," in the opening ritual, constitutes the acts which the individual does alone in the presence of the group, such as reciting or reading a poem.

** "Group experiences," in the opening ritual, constitutes the acts which the group does together, such as pledge to the flag.

† "Routine," in the business meeting, constitutes the usual item in the orderly procedure such as, secretary's report, and treasurer's report.

‡ "Decision making," in the business meeting, constitutes the formal procedures prescribed for reaching decisions, motions, seconds, etc.

results noted in Phase I,⁸ only four school-type clubs were without year-around leadership. However, only one community-type club lacked year-around leadership. The school-type club leaders had more 4-H leadership experience than community-type club leaders, but there was more stable leadership in community clubs. However, there was little difference in leadership turnover. Sixteen clubs reported new leaders for each year of their club history. Eight of these were first-year clubs. The number of leaders who volunteered and continued through the current year gives one indication of the value they attached to their part in the program. Twenty-two leaders were recruited by club agents or school officials.

Table 3 gives information about the content of the club meetings gathered from the interviews with the 4-H Club leaders. The leaders

⁸See Appendix, Section II.

TABLE 4. FEATURES OF PROGRAMS IN BARBOUR COUNTY 4-H CLUBS

FEATURES	COMMUNITY- TYPE CLUBS	SCHOOL- TYPE CLUBS
	<i>Number</i>	<i>Number</i>
Number of Meetings During Year with Specified Program Features		
Stories		
0	12	9
1 or more	10	9
Talks		
0-4	15	15
5 or more	7	3
Project Meeting		
0-1	12	9
2-3	6	7
4 or more	4	2
Dramas		
0	5	7
1 or more	17	11
Judging and Quizes		
0	11	7
1	11	11
Demonstrations		
0-1	11	7
2 or more	11	11
Recreation		
Less often than every meeting	11	11
Every meeting	11	7
TOTAL CLUBS	22	18

TABLE 5. OTHER FEATURES OF BARBOUR COUNTY 4-H CLUBS

FEATURES	COMMUNITY- TYPE CLUBS	SCHOOL- TYPE CLUBS
	<i>Number</i>	<i>Number</i>
Social Events		
None	12	9
1	5	4
2 or more	5	5
Money Raising Events		
None	7	9
1 or more	15	9
Contests		
None	8	7
1 or more	14	11
Club Tours or Field Trips		
None	16	17
1 or more	6	1
4-H Club Sunday		
No 4-H Club Sunday	14	11
4-H Club Sunday	8	7
Ribbon Clubs		
Did not Receive Award	14	12
Received Award	8	6
Camp		
Clubs represented by Boys	10	13
Clubs represented by Girls	15	16
TOTAL CLUBS	22	18

received suggestions for their meetings from professional leadership. The opening exercises were viewed only in terms of the number of participations per meeting involving individuals or the group. For the "business meeting" category, clubs were classified according to the number of "routine" business items per meeting as well as the number of business items of a decision-making nature (e.g. formal motion, etc.). The size of the groups determined in part the relevance of formality and ritual.

Tables 4 and 5 summarize the year's programs for club meetings. Program items were based, in part, on specific suggestions for that year by State 4-H Club leaders. However, other items of 4-H emphasis were also included in local club programs. Many were concerned with the "special" events which occurred outside the monthly meetings of the clubs. For most of these events, there were few marked differences between the two types of clubs.

A Comparison of Learning-Experience Provided by Community-Type and School-Type 4-H Clubs

The 4-H Club program offers a wide variety of learning opportunities to its members. In general, 4-H leadership encourages members to participate in the full range of activities available. The extent of participation is limited, of course, by the available time and energy, interest, and ability of individual members.

Table 6 presents data on the participation of club members of Barbour County in the 21 learning experiences used to measure club performance. These data indicate that the members of community-type clubs had a higher percentage of participation in 14 of the 21 items, whereas those in school-type clubs had a higher percentage in the remaining 7 items.

In some items the percentage difference was so small that it should be disregarded. The learning experiences which show no marked association with type of club organization are: individual recognition, demonstration (1), panel-talkfest, camp attendance, committee work, demonstrations (2), tours or field trips (1), tours or field trips (2), exhibiting (2), and judging (2). There also were some learning experiences in which the percentage differences were inconclusive. These were membership in clubs which had a community project, plays and pageants, project completion, and judging (1). Community-type clubs excelled in the first two and school-type clubs in the latter two.

In seven types of learning experiences there were statistically real differences between community-type and school-type clubs. The com-

TABLE 6. LEARNING OPPORTUNITIES
EXPERIENCED BY BARBOUR COUNTY 4-H CLUB MEMBERS

LEARNING EXPERIENCE	TOTAL MEMBERS		MEMBERS IN			
			COMMUNITY- TYPE CLUBS		SCHOOL- TYPE CLUBS	
	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>	<i>Number</i>	<i>Per Cent</i>
Membership in Club with Community Project	304	95.0	178	96.7	126	92.6
Community Project	267	83.4	160	87.0	107	78.8
(Individual Partici- pation in)						
Money Raising Partici- pation	229	71.6	141	76.6	88	64.7
Project completion	229	71.6	126	68.5	103	75.7
Exhibiting (1)	226	70.6	124	63.4	102	75.0
Social Activities (1)	204	63.8	139	75.5	65	47.8
Individual Recognition ..	202	63.1	115	62.5	87	64.0
Contests	190	59.4	133	72.3	57	41.9
Play-Pageants	187	58.4	114	62.0	73	53.9
Demonstrations (1)	179	55.9	104	56.5	75	55.2
Officer	144	45.0	93	50.5	51	37.5
Panel-Talkfest	129	40.3	74	40.2	55	40.4
Camp Attendance	117	36.6	72	39.1	45	33.1
Committee Work	117	36.6	69	31.5	48	35.3
Demonstrations (2)	75	23.4	41	22.3	34	25.0
Social Activities (2)	73	22.8	56	30.4	17	12.5
Tour-Field Trip (1) ..	39	12.2	22	12.0	17	12.5
Exhibiting (2)	36	11.3	23	12.5	13	9.6
Judging (1)	29	9.1	13	7.1	16	11.8
Tour-Field Trip (2)	7	2.2	5	2.7	2	1.5
Judging (2)	5	1.6	3	1.6	2	1.5
All members	320	100	184	100	136	100

munity-type excelled in individual participation in community projects, money-raising participation, social activities participation both (1) and (2), contests, and club officer experience. School-type clubs excelled only in exhibiting (1).

This study of Barbour County indicates that school-type clubs may have excelled in securing project completion. In the first phase of the study no difference was found between the community-type and school-type clubs in this respect.

The average learning experience score for community-type clubs was 9.81 and for school-type 8.74. This difference is significant at the 0.02 level of confidence. This suggests that community clubs were superior to school clubs in individual learning experiences. The disproportionately large number of school-type 4-H Clubs in their first year (7 as compared to 1) suggested that the comparison might be unfair.

With the elimination of influence of the first-year clubs in both type clubs the difference remained significant (at the 0.05 level of confidence).

One factor which may have strengthened the showing of the school-type club was the apparent solution to the problem of year-around leadership. Fourteen of the 18 (78 percent) school-type clubs had such leadership. In Phase I of this study only 42 percent of the school clubs had summer meetings. Only one of the community-type clubs in Barbour County, however, had no year-around leadership.

The Relationship Between Amounts of Time Spent by Leaders In Various Phases of Club Work and Individual Learning Experience Scores

From March through September 1955, leaders and assistant leaders of the forty 4-H Clubs in Barbour County kept records of the amount of time they devoted to 4-H Club work.

Table 7 presents this record for the seven-month period by community-type and school-type clubs, showing the average time for various phases of the work. In each instance the community-type clubs spent a greater average amount of time on local club activities than did the school-type clubs. The school-type club leaders spent greater amounts of time on inter-club activities.

TABLE 7. THE AVERAGE AMOUNT OF TIME DEVOTED TO VARIOUS PHASES OF 4-H CLUB WORK BY THE LOCAL LEADERS AND ASSISTANTS (PER CLUB PER MONTH) DURING THE RECORD PERIOD, MARCH THROUGH SEPTEMBER, 1953

PHASE OF CLUB WORK	AVERAGE AMOUNT OF TIME	
	COMMUNITY- TYPE CLUBS	SCHOOL- TYPE CLUBS
	<i>Minutes</i>	<i>Minutes</i>
1. Regular Meetings	120	73
2. Special Meetings	76	40
3. Planning Club Meetings	23	20
4. Leader's Attendance at Training Meeting	44	32
5. Visiting Home and Projects of Members	33	16
6. Helping or Working with Members Outside of Regular and Special Meeting, Home and Project Visits	73	36
7. Working with Adult Counselors	16	8
8. Other Work (Unspecified)	61	44
9. Exhibits and Fairs	17	45
10. Camp	18	51

TABLE 8. THE RELATIONSHIP BETWEEN TIME SPENT ON VARIOUS PHASES OF CLUB WORK BY LEADER AND INDIVIDUAL LEARNING EXPERIENCE SCORES

PHASE OF CLUB WORK	COMMUNITY-TYPE CLUBS	SCHOOL-TYPE CLUBS
1. Regular Meetings	R*	R**
2. Special Meetings	NR	R
3. Planning Club Program	R*	R**
4. Leadership Training	MR	MR (1)
5. Visiting Homes and Projects	NR	MR
6. Individual Help Outside Regular and Special Meetings	R	R**
7. Work with Adult Counselors	R**	R**
8. Other Work (Not specified)	R	R
9. Work on Exhibits	NR	R (1)
10. Camp Leadership	—	—

The symbols R, R, and R**, indicate that there is "R" relationship between the factor listed in the left-hand column and individual learning experience scores. The symbols R* and R** have a somewhat greater association than those designated by R. The symbol MR indicates that there appears to be a relationship between the factors but that it is marginal. The symbol NR indicates that no relationship was discovered by the researcher. The symbol I indicates that the relationship was an inverse one, in which larger quantities of the factor indicated in the left-hand column (e.g., time spent on various phases of club work) are associated with lower individual learning experience scores.

The significance of all percentage and numerical difference specifically mentioned in the text of this report has been determined statistically. For the purpose of this report, MR, R, R*, R** indicate 0.20, 0.05, 0.01, 0.001, levels of confidence respectively. This means that the events being measured (that is, the number of members having "low," "medium," and "high" scores) must be such that the statistical probability of their occurrence because of chance alone could be no greater than 1 in 5 (MR), 1 in 20 (R), 1 in 100 (R*), and 1 in 1,000 (R**). Marginal relationships should be viewed with caution. The symbol — indicates that there were insufficient cases to test for significance.

The conventional symbols N.S., S, H.S., and V.H.S. were abandoned because the researcher found a tendency for the symbol to be interpreted in terms of the degree of relationship rather than level of significance.

TABLE 8a. CLUB MEMBERS CLASSIFIED BY INDIVIDUAL-LEARNING-EXPERIENCE-SCORE GROUP AND THE TIME SPENT AT REGULAR MEETINGS BY COMMUNITY-TYPE CLUB LEADERS

AMOUNT OF TIME SPENT BY LEADER	INDIVIDUAL-LEARNING-EXPERIENCE-SCORE GROUP			
	TOTALS	Low*	MEDIUM*	HIGH*
Low**	59	19	25	15
Medium**	73	24	29	20
High **	52	7	20	25
TOTALS	184	50	74	60

*Individual-Learning-Experience-Score Group: Low—Scores 0-7, Medium—Scores 8-11, High—Scores 12-20.

**Amount of Time Spent: Low—0-6.9 hours, Medium—7-14.9 hours, High—15 and over hours.

Table 8 indicates the relationship between time given by club leaders to various phases of 4-H Club work and the individual learning experiences of members.

An example of the procedure used in the analysis of this material

is presented in Table 8a. Each symbol in Table 8 and subsequent tables indicates the relationship of the relevant data analyzed by a procedure similar to that used in preparing Table 8a. The data in Table 8a and similar tables were checked statistically by the Chi-square test for the existence of relationship between the factors under consideration.

We would anticipate that a greater amount of time spent on club work by leaders would be productive of learning opportunity for members. For many phases of the club work this was true, but not uniformly so, and in two instances the converse was found to be true.

An example of the procedure used in the analysis of this material is presented in Table 8a. Each symbol in Table 8 and subsequent tables indicates the relationship of the relevant data analyzed by a procedure similar to that used in preparing Table 8a. The data in Table 8a and similar tables were checked statistically by the Chi-square test for the existence of relationship between the factors under consideration.

Considering Table 8 as a whole, more leaders' time was spent on club work in community-type than in school-type clubs. However, additional amounts of time seemed to be related significantly to high scores for the school club than for the community clubs. Extra leadership time spent in the regular meetings, in club planning, in individual help outside of meetings, and in work with the adult counselors was somewhat more related to learning experiences in school-type clubs than in community-type clubs. Time spent in these areas by leaders of community-type clubs was likewise important, but only in the area of time spent with adult counselors did the relationship reach the level of significance found among the school-type clubs. Time spent by community club leaders on special meetings was not related to an increase in learning-experience scores.

The time spent on leadership training in community-type clubs had a marginal level of relationship. That is, the differences obtained were not great enough to predict confidently that more time so spent was a factor in high individual learning-experience scores. In the case of the school-type clubs, more leadership-training time was inversely related (at a marginal level) to higher scores. It is probable that the training received by the volunteers at this series of meetings failed to meet their needs.

The amounts of time devoted to visiting homes and projects were not related to individual learning-experience scores in community-type clubs and had only marginal significance (in a favorable direction) in school-type clubs. These visits were short and probably covered very few club members. Therefore their influence showed little relationship to

individual learning-experience scores. As will be indicated later, in instances where parents helped their children in some way, or helped the entire club, the learning-experience scores of their children were higher. When home and project visits encouraged the response of the parents, perhaps they were worthwhile.

Skepticism sometimes has been expressed among 4-H Club leaders about the effectiveness of the 4-H Club adult-counselor system. Evidence from this study indicates that use of the counselor system is associated with higher learning-experience scores.

Time spent on "other work" was included in the record book of the club leaders. The main phases of club work were considered, but provision also was made for other amounts of time not classifiable by the more usual facets of club work. This extra amount of time on "other work" was productive of higher learning-experience scores.

Work on exhibits and time given to camp leadership were recorded by few club leaders. For community-type clubs there was no relationship between amounts of time spent on exhibiting and learning-experience scores, but for school-type clubs there was a significant inverse relationship between the two. The data should, perhaps, show leaders that time spent will not necessarily be profitable to their individual clubs.

Study of the relationship between time spent by club leaders in various phases of 4-H Club work through the use of the learning-experience scores suggests problem areas to which more attention might be given. Over-all effectiveness might be increased by an analysis of the time involved in carrying to completion suggestions given to club leaders. The study indicates that additional time spent by individual leaders registered in a greater number of learning experiences for their club members.

An Analysis of Community-Type and School-Type 4-H Clubs By Use of the Individual Learning-Experience Scores

PERSONAL AND SOCIAL FACTORS OF CLUB MEMBERS

The 320 interviews with 4-H Club members provided personal and social data about individual members and their attitudes concerning their relationships to the club.

Table 9 shows the relationship between personal and social factors of club members and learning-experience scores in the community-type and school-type clubs. In school-type clubs, these personal and social factors do not reveal significant relationships to learning-experience

TABLE 9. THE RELATIONSHIP BETWEEN PERSONAL AND SOCIAL FACTORS
OF CLUB MEMBERS AND THEIR LEARNING-EXPERIENCE SCORES

PERSONAL OR SOCIAL FACTOR	COMMUNITY-TYPE CLUBS	SCHOOL-TYPE CLUBS
1. Sex	R*	NR
2. Age	NR	NR
3. Size of Family's Farm Operation	NR	NR
4. Non-mining, versus Mining	R*	NR
5. Major Source of Income of Family (Non-farm, versus Farm)	MR (1)	NR
6. Number of Years of Club Work	R**	R**
7. Successive Membership in Different 4-H Clubs	R	—†

*See Footnote to Table 8.

†Insufficient cases.

scores, except for the years-of-club-work factor. "The-years-of-club work" factor might indicate that those who are most successfully taking advantage of club work tend to remain in 4-H Clubs. New members are recruited at different ages. Many of the older members have had little or no club experience and therefore age taken alone is not related to learning-experience scores in Barbour County.

As one of the channels through which the United States Department of Agriculture and the Land-Grant Colleges function, 4-H Club work has been oriented toward farm life. It would seem that the advantage in club work would lay with the member whose family operates a farm of sufficient size to take advantage of the full range of the 4-H Club program, but there seemed to be no disadvantage to the member whose family was not in farming. There were adequate activity choices for non-farm members who joined community-type or school-type 4-H Clubs. Club members who lived in families whose income was largely from agricultural production had lower learning-experience scores at a marginal level. The number of small-scale units among the families with a greater portion of income from farming may account for this relationship. It is a problem to obtain maximum participation from the disadvantaged persons.

In community-type clubs, learning-experience scores were somewhat higher among girls than among boys. Scores were significantly higher among the members of non-mining families than among members of mining families. Neither of these associations existed in school clubs. Boys away from the discipline of the school exhibited the characteristic non-cooperative male youth attitude attributed to them in our culture. It was thought there might be less interest in club work on the part of the

parents associated with mining, but the analysis did not reveal any difference between the mining and non-mining family either in help given to the individual or to the club. Likewise, children in mining families thought they received as much benefit from 4-H Clubs as did children of non-mining families.

A comparison between club members from mining and non-mining families shows that there was a somewhat greater average length to club membership on the part of the latter. In rural West Virginia, where coal mining is so important, there may be need for further adaption of the 4-H Club program to the interests of youth from mining families.

Successive membership, in different 4-H Clubs, which is correlated with years of club experience, is a significant factor in individual learning-experience scores in community-type clubs. There were too few cases of successive membership in school-type clubs to test this factor.

MEMBER RELATIONSHIPS TO CLUB AND INDIVIDUAL LEARNING EXPERIENCES

Table 10 presents the relationships between the learning-experience scores and certain factors involving member's association with the club. The relationships were significant for all the factors for the community-type club except that of member-planning participation as perceived by the members. This factor was likewise not significantly related to scores in the school-type clubs. Type of planning had no significant effects upon the learning scores, whether the leader did most of the planning, shared the planning with the club members, or encouraged or allowed the club members to do their own planning. An analysis of the members' perception of planning within individual clubs revealed disagreements as to the kind of leadership that was being exercised. The disagreement in perception did not relate to any age pattern. Several other approaches

TABLE 10. THE RELATIONSHIP BETWEEN CERTAIN FACTORS OF THE MEMBER'S ASSOCIATION WITH THE CLUB AND THE LEARNING-EXPERIENCE OF THE MEMBERS

INTERRELATIONSHIP FACTORS	COMMUNITY-TYPE CLUBS	SCHOOL-TYPE CLUBS
1. Evaluation of Benefit from Club	R*	R
2. Number of Best Friends Who are Members	R (I)	NR
3. Planning by Club Members	NR	NR
4. Individual Received Help from Parents	R	R**
5. 4-H Club Received Help from Parents	R**	R**

*See Footnote Table 8.

**See Footnote Table 8.

used did not succeed in giving any insight into this problem. Perhaps, if a more objective measure of leader-membership sharing could be achieved, some relationships might be established.

When members believed that they benefited from the club more than they had expected to, their learning-experience scores were significantly higher in both the community-type and school-type clubs.

The club members were asked to name their three best friends and to indicate how many of these friends were also members of their own 4-H Club. In the school-type clubs there was no significant relationship between individual learning-experience scores and numbers of best friends who were fellow-members of their 4-H Club, but in the community-type clubs there was an inverse relationship. It was thought that this might be due to the wider acquaintanceship based, in part, on 4-H Club work. Attendance at 4-H Club camp and length of experience in club work were associated significantly but inversely with the number of "best friends" among members of the same club.

Parental assistance to the club and to the members had a significant effect upon learning-experiences scores of members.

CLUB CHARACTERISTICS AND
INDIVIDUAL LEARNING EXPERIENCES

Table 11 presents the relationship between certain club characteristics and individual learning-experience scores. One of the major ob-

TABLE 11. THE RELATIONSHIP BETWEEN CERTAIN CLUB CHARACTERISTICS
AND INDIVIDUAL LEARNING EXPERIENCE SCORES

CLUB CHARACTERISTICS	COMMUNITY-TYPE CLUBS	SCHOOL-TYPE CLUBS
1. Traditional Indices of Club Performance		
A. Project completion	R**†	R**
B. Re-enrollment of members	R**	R**
C. Camp attendance	R**	R**
D. Club longevity	NR	R**
2. Club size	NR	R**
3. Male Factor (Presence of Male as Leader or Assistant Leader versus No Male Leader)	NR	NR
4. Ribbon versus Non-Ribbon Clubs ¹	R**	R (1)
5. Age Dominance ² in Club Membership	NR	—†

†See Footnote Table 8.

¹Each year at one of the public meetings of 4-H county programs the clubs are judged for their work and given a ribbon award if certain standards are met. The "Ribbon" Clubs are compared with the "Non-Ribbon" Clubs—these results are recorded in the Table.

²Each Club was assigned to an age grouping based upon highest percentage of its members in 10 and under, 11-13, 14-16, 17 and over age groups. When the two percentages were the same the club was assigned to the older age group.

†Insufficient cases to test.

jectives of this second phase of the West Virginia 4-H Club study was to check the traditional indices of club performance against the performance of the clubs in terms of member achievement as measured by the individual learning-experience scores. The table confirms the existence of a significant relationship between club performance and members' scores, except in the case of the longevity index for community clubs. Community clubs had only one first-year organization during 1953, whereas there were seven new school clubs. It was possible to check the school clubs by separating first-year club members from the others. Thus, in considering the results of the check on club longevity this difference needs to be noted. A generalization from the community clubs' data is that after the first year is completed, a full range of learning experiences is available for club members.

The size of clubs was not a factor in the achievement of higher learning-experience scores.

It was believed that "male influence," that is, male leaders or assistant leaders, might have made an important contribution to a club. Male leadership may be highly desirable for other reasons, but such leadership does not seem important in terms of learning-experience scores in the community-type clubs. Further analysis indicated that male leadership did not contribute additionally to either male or female members in the community-type clubs. The effects were observed at an equally significant level on both male and female members in school-type clubs. Although it would have been desirable, it was not possible to check statistically the effects of male influence on the farm boys. In other areas, where there are more farms with greater net income than in Barbour County, this finding of no relationship between "male influence" and higher learning scores might not be substantiated.

The ribbon clubs were among the clubs which were the most productive of the higher learning-experience scores. These clubs were selected by judges as being the most worthy of recognition because of their good work. Many of the factors in the learning-experience scores were related to the factors used by judges to evaluate the clubs.

The community clubs were analyzed by using those in age-dominant groups 13 and under and those 14 or over. No difference in learning-experience scores was found. The data were analyzed further by comparing members in the dominant-age group with those older or younger. Among the school clubs, older members had lower scores on a marginal level of difference. Among the community clubs there were no differ-

ences in the learning-experience scores between those who were in the dominant-age groups and those who were not. Members not in the dominant-age group apparently were at no real disadvantage. The effects of a concentration of a limited-age range on a minority of members outside of the dominant-age group should be studied further.

LEADERSHIP FACTORS AND
INDIVIDUAL LEARNING EXPERIENCES

This section is based on club data previously presented in Tables 1 through 5. Table 12 presents the results of relating certain factors of club leadership to the individual learning-experience scores.

In this study, the influence of 40 club leaders was registered through individual learning-experience scores of 320 club members. The leaders were grouped according to age: 35 and under, 36-45, and 46 and over. In the community-type clubs, no significant differences were revealed in learning-experience scores on the basis of age of leader. In the school-type clubs, however, clubs whose leaders were under 36 years of age or over 45 had higher learning-experience scores than club members whose leaders were 36 to 45.

Leadership turnover, leadership stability, and leadership experience are terms used to express different relationships between club leaders and 4-H Clubs.

Leadership turnover is the number of years of club history divided by the number of leaders each club has had. *Leadership stability* means the number of years the present leader has served his particular club. *Leadership experience* means the total years of leadership service as leaders or assistant leaders.

Lower levels of leadership turnover and higher levels of leadership stability among the community-type clubs are related to higher individual

TABLE 12. THE RELATIONSHIP BETWEEN LEADERSHIP FACTORS AND INDIVIDUAL LEARNING EXPERIENCE SCORES

LEADERSHIP FACTOR	COMMUNITY-TYPE CLUB	SCHOOL-TYPE CLUB
1. Age of Leader	NR*	M
2. Leadership Turnover	R (I)	R** (I)
3. Leadership Stability	R	R**
4. Leadership Experience	NR	M
5. Members' Evaluation of Club Leader	NR	NR

*See Footnote Table 8.
**See Footnote Table 8.

learning-experience scores. These relationships are somewhat stronger in the school-type clubs. The relatively greater number of first-year school-type clubs might account for this difference, since rapport with members is established and familiarity with the local club situation accumulates with the passage of time.

This factor indicates that there are a number of first-year-club problems to which specific attention should be given. One of the more obvious is the need to clarify the appropriate member-leader responsibilities and privileges. As successful relationships between leaders and club members are established, increased learning experiences should result.

Within the community-type clubs the amount of leadership experience is not a significant factor in terms of producing greater numbers of learning experiences among members. In school-type clubs added experience is marginally significant. The difference, though small, favors members whose leaders have more experience. Previous club leadership experience, without evaluation, does not appear to be a good guide for leadership selection.

The 320 individual club members were asked to rate their club leaders in the following manner: "Think of the club leader you had last year, look carefully at the ruler at the right (graduated from 'very poor' to 'very good') and then show me how you would rate or grade him (her) as a leader." A comparison of the ratings of "very good" with those less than "very good" indicated no significant difference according to the individual learning-experience scores in either the school-type or community-type clubs. The tendency was to rate the leaders' work as being "very good." Ratings secured in this manner, even though given in confidence, may not be valid as a measurement of member attitudes of leadership service as leaders or assistant leaders.

LOCAL CLUB PROGRAMS AND THE INDIVIDUAL LEARNING EXPERIENCES

Table 13 presents the relationships between the individual learning-experience scores and certain items of the local 4-H Club program.

Data furnished by the club record books were checked against information given by club leaders. The clubs were rated according to the average number of items of particular types used in regular meetings. For each type of program item, each club was rated as "low," "medium," or "high." Individual club members were grouped according to the rating level received by their club. The individual learning-experience scores

TABLE 13. THE RELATIONSHIP BETWEEN CLUB-PROGRAM ITEMS AND INDIVIDUAL LEARNING-EXPERIENCE SCORES

CLUB PROGRAM ITEMS	COMMUNITY-TYPE CLUB	SCHOOL-TYPE CLUB
1. Opening Exercises (Individual Participation)	M*	NR
2. Opening Exercises (Group Participation)	R*	R**
3. Business Meeting (Routine)	R	R**(I)
4. Business Meeting (Decision-making)	R	R**
5. Project Study Meetings	M	R*
6. Demonstration Meetings	NR	R

*See Footnote Table 8.

**See Footnote Table 8.

were likewise separated into this "low," "medium," and "high" classification. In this way the relative (low, medium, or high) emphasis of a program item was compared with the individual learning-experience scores as in Table 8a.

Community-type clubs usually met in the evening in private homes not arranged primarily for formal group meetings; whereas, the school-type clubs met in the classroom during school hours under a relatively well-ordered teacher-student relationship. The school environment is more formal. The difference in atmosphere of club meetings might have been a factor affecting some of the findings.

Individual participation in opening exercises of the club meetings did not show a significant association with the individual learning-experience scores in the school-type clubs, but had a marginal relationship in the community-type clubs.

Group participation in opening exercises (through such experiences as singing, flag salute, or 4-H Club pledge) was related to individual learning experience scores in the community-type clubs and even more highly related in the school-type clubs. In the community-type clubs this relationship was consistent throughout, with the highest level of group participation related to the highest level of individual experiences (see analytical scheme Table 8a). In the school-type clubs the intermediate level of group participation was related to the highest scores. These data suggest that more group participation in opening exercises is helpful in community-type clubs, but in the school-type clubs additional amounts of group participation may not be helpful. In school-type clubs, because of the more limited amount of time available, some group participation in opening exercises may be helpful. In the community-type club, the participation of the group may build a spirit of fellowship, and more time might be spent on group participation in opening exercises.

Business meetings of the clubs were analyzed in two parts. The first consisted of formal procedures such as calling the meeting to order, reading of minutes, treasurer's report, and the like; and the second consisted of handling of other club transactions. Again, the clubs were rated on a scale of "low," "medium," and "high," according to the average number of items per month during the year. When this scoring had been completed and analyzed by the use of the individual learning-experience scores, the community-type clubs showed a positive relationship between the number of routine factors in the business meetings and learning-experience scores. Among the school-type clubs on the other hand, the opposite was true, with the highest scores being associated with a fewer number of routine business items. In the community-type club an emphasis upon formal handling of routine procedures may be beneficial by introducing greater order into an informal atmosphere. On the other hand, use of these same devices in the school-type club may interfere with the work of the club because of its rigid time schedule.

The decision-making part of the club business meeting proved to be significantly related to individual learning-experience scores in both types of clubs, although it was somewhat more highly related in the school-type clubs. Community-type club data reveal that the influence of added formality in decision-making continued to be positively related from the "lowest" to the "highest" scores. However, for school-type clubs, those with the "medium" amounts of formality showed the greater number of members with high individual learning-experience scores.

It may be that the time element in the school-type clubs is so pressing that the extra time given to handling club decisions does not contribute to the learning experience, but detracts from it. The community-type club, with its longer meeting periods, can achieve higher learning-experience levels. This suggests that there may be an optimum level of attention to the democratic discussion of 4-H Club problems by the club members.

In 4-H Club work much emphasis is placed on individual projects. During the club year, one or more meetings are usually devoted to discussing projects and getting them underway. Among the school-type clubs, those with no more than one such meeting had higher learning-experience scores than those with more project meetings. Community-type clubs were grouped according to number of project meetings as follows—1 or less, 2 or 3, and 4 or more. There was a marginal relationship between number of project meetings and individual learning-experience scores. Clubs which have 2 or 3 project study meetings had the most members with the highest individual learning-experience scores.

Apparently, school-type clubs quickly exhausted the usefulness of project meetings, as measured by the individual learning-experience scores. The community-type clubs, however, seemed to profit by more such meetings, but even they reached a point of diminishing returns. Pre-occupation with project study was not productive of learning experiences.

Another of the 4-H Club program activities is the "show-how" effort in which members demonstrate and discuss the procedures necessary to accomplish a specific objective. Among the community-type clubs there was no relationship between the greater number of meetings at which there were opportunities to demonstrate and higher individual learning-experience scores. Among the school-type clubs, however, greater opportunity for demonstration led to higher individual learning-experience scores. Taking into consideration the number of opportunities offered in community clubs, the absence of significant relationships between higher learning-experience scores and greater number demonstration opportunities suggests that focusing upon this activity does not assure greater over-all achievement.

Concluding Statements

This study was the first to use individual learning-experience scores as a research tool for analyzing the performance of 4-H Clubs and other factors related to 4-H Club work. The analysis raises questions and furnishes data which are pertinent to Barbour County Clubs.

Many factors about which questions are raised and answers furnished, such as influence of age, sex of members and leaders, upon performance may not occasion debate. Answers provided relating to other factors may not parallel what would have been anticipated. In such cases, certain aspects of 4-H Club work may be examined. This examination, in which the general applicability of the findings of Barbour County will be under study, is in keeping with Extension's efforts to evaluate its work in order to have sound judgement in seeking higher levels of performance.

The Barbour County 4-H Club study confirmed a finding of the first phase of the study reported in Appendix Section II of this bulletin, namely, the relative superiority of the community-type club. This was true even when the effect of first-year clubs, mostly school-type, was eliminated. The Barbour County study showed that more school-type clubs had year-around leadership than the 11 counties studied in the first phase. This study shows that many school-type clubs had high performance levels. It is recognized that circumstances concerning organization and the type of program to be developed are such that no one type of club should be regarded as the "only" type. Examination of the

possibilities of founding a community-type club, however, would seem to be warranted in many instances.

This systematic analysis of situations in which learning-experience take place should assist Extension workers in appraising successes and failures of their clubs.

APPENDIX

SECTION I

TERMINOLOGY

Community-Type 4-H Clubs are Clubs which meet outside the scheduled hours of the school day. (They may hold their meetings in the school building.)

Individual Learning Experience is a set of acts performed in relation to some 4-H goal; or a state of knowledge resulting from some specific phases of a 4-H Club program.

School-Type 4-H Clubs are Clubs which meet in a school building and are assigned an hour or so per month within the scheduled school hours. Usually a teacher is the club leader.

Statistical Performance is a measurement indicating levels of achievement of 4-H Clubs, e.g., percentage of project completion.

SECTION II

A REVIEW OF THE FINDINGS OF THE FIRST PHASE OF THE 4-H CLUB STUDY⁹

In the first phase of the 4-H Club study, the major concern involved the relative effectiveness of the basic patterns of 4-H Club organization—the community-centered and the school-centered. The relative effectiveness of the two types of clubs was judged by the commonly accepted standards of performances, project completion, re-enrollment, length of membership, and club longevity.

The first phase was based on data secured through the assistance of county extension staffs and 4-H Club leaders of 11 West Virginia counties. The selected counties had sufficient numbers of community-type and school-type clubs for comparative analysis. Ten clubs of each type were selected at random from each of the counties.

The 11 counties were not selected to represent the State but to compare two types of club organizations. Generalization for other geographic areas should be made with consideration as to whether similar conditions seem to prevail.

⁹For a detailed report of the study see: Ward F. Porter, *The 4-H Club—An Organizational Analysis*, unpublished Ph.D. thesis, Dept. of Social Relations, Harvard University, 1951. A summary of the major findings is contained in: Laurel K. Sabrosky, *A Comparison of School and Non-School 4-H Clubs*, W. Va. Extension Service, Misc. Pub. 11, Morgantown, W. Va., 1952.

Community-type clubs had higher performance levels than school-type clubs. This superiority seemed to be caused by certain organizational features prevalent among community clubs. One of the more important features was the degree of integration between a club and its local area. Factors selected to indicate integration between a club and its locale were: year-around residence of local club leader, visits to members' homes by local leaders, community projects, parental participation in club activities, adult councils, and public meetings. Community clubs generally excelled school clubs in each of these respects, frequently by a wide margin.

Appendix Table 1 presents an analysis of community and school clubs in terms of their relative involvements with the local community.

To test the performance of the different types of clubs, the generally accepted standards recognized by those professionally engaged in 4-H Club work were utilized. These included re-enrollment, length of club membership, county-camp attendance, club longevity, and project completion. In Appendix Table 2 the foregoing criteria are used in the analysis of the data for the 11 counties. The community-type clubs excelled on the first four items. There was no significant difference in the

APPENDIX TABLE 1. THE AMOUNT OF ASSOCIATION BETWEEN 4-H CLUBS AND THEIR LOCAL AREAS, BY TYPE OF ORGANIZATION, W. VA., 1947

TYPE OF ORGANIZATION	EXCELLENT (12)	GOOD (10-11)	FAIR 7-9	POOR (5-6)	NOMINAL (0-4)	TOTAL
	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>	<i>Percent</i>
Community	18.3	33.0	35.0	7.3	6.4	100.0
School9	19.3	40.4	17.4	22.0	100.0

*Community integration index: community project, 2 points; year-around resident leader, 2 points; public meeting, 2 points; active council, 2 points; leader visiting: all families (4 points), 50-99 percent (3 points), 1-49 percent (2 points), no report (1 point), none (0 points).

APPENDIX TABLE 2. PERFORMANCE OF THE 4-H CLUBS, BY TYPE OF ORGANIZATION, W. VA., 1947

PERFORMANCE	COMMUNITY CLUBS	SCHOOL CLUBS
1. Percent Re-enrollment of Members*	75.3	52.6
2. Average Length of Membership**	2.6	1.6
3. Percentage of Camp Attendance†	36.6	16.1
4. Average Club Life	8.3	4.4
5. Percentage of Members Completing Projects‡	67.5	68.2

*Refers to the percentage of members in the clubs in the year previous to the study who re-enrolled for the study year.

**Refers to the average number of consecutive years sample club members were enrolled in club work.

†Refers to the percentage of sample club members attending a county camp.

‡Refers to the percentage of sample club members completing one or more projects.

percentages of members completing projects. However, an analysis of the projects completed, assessed for difficulty, indicated that the more difficult projects were being undertaken more often by members of community-type clubs. Furthermore, the data also revealed that the average number of completed projects per member was higher in community clubs than in school clubs.

The community-type club was superior in many other ways. The needs of a 4-H Club program are best met if meetings are held throughout the summer as well as during the school year. Only a third of the school clubs succeeded in meeting regularly during the summer, as compared with five-sixths of the community clubs. This difference was made possible because of year-around leadership in community clubs—more than twice as many community clubs had such leadership.

Community clubs had the benefit of more home visits by club leaders, more parent-participation, more adult counselors, more community projects, and more public meetings.

School clubs usually were larger in size, with an average of 22 members to 18 for the community clubs. This did not affect performance. The community-type club had more older members, with membership spanning a greater age range. The community-type clubs enrolled more out-of-school youth; but the percentage of members in this category was low in both types of organizations.

The findings of the first phase indicated the general superiority of community-centered clubs in terms of performance, at least in the study area. However, there was evidence to suggest that school clubs could perform satisfactorily under favorable conditions. The analysis tentatively indicated that where community consciousness and integration are weak, school clubs may perform as well as, or better than, community clubs. The extent to which the club was integrated with its local community was important.

SECTION III

TECHNICAL APPENDIX

INDIVIDUAL LEARNING-EXPERIENCE SCORES

In devising a method by which individual learning experiences could be quantified, the researchers attempted to evaluate the achievements of the individual, so far as his club work was concerned. The individual learning-experience scores were developed and used to study club performance.

Individual learning experiences were defined as "a set of acts performed, or a state of knowledge which was the result of specific phases of the club program."

The 21 items included in the individual learning-experience scores, as they were designated and specified, are:

1. *Community Project*. Local 4-H Clubs are encouraged to find some specific service to do for their communities. The members who were in clubs having such projects, and who knew that the club was doing the work for the community, were given credit.

2. *Community Project Participation*. All members who shared in the work of the club's community project were given credit.

3. *Project Completion*. The 4-H Club literature listed the acceptable individual projects and the standards by which the projects are successfully completed. Members who had completed projects were given credit.

4. *Money-Raising Participation*. Clubs were encouraged to give financial support to a variety of projects: camp attendance, community projects, county 4-H buildings, International Farm Youth Exchange, etc. To support these projects, clubs arranged money-raising activities. Members who shared in these activities were given credit.

5. *Exhibiting*. The 4-H Club program provided opportunities for its members to present to the public the result of their 4-H Club work. A 4-H Club member who had so exhibited his work was given credit.

6. *Social-Activities Participation*. The 4-H Club program encouraged local clubs to have social occasions outside the regular meetings of the club, such as hikes, picnics, or "weiner" roasts. A member who had engaged in such activities was given credit.

7. *Individual Recognition*. Club agents provided opportunity for public recognition for individual club members whose work was at a satisfactory level. A member who had received such recognition was given credit.

8. *Contests*. The 4-H Club program made provision for club members to engage in various forms of competition with other club members, usually at fairs and camps. A member who participated in such contests was given credit.

9. *Plays and Pageants*. Program materials provided by the State 4-H Club office contain the scripts for skits and other suggested materials which make it possible for club members to have an experience in role-taking. Members who took part in any of these presentations were given credit.

10. *Demonstrations*. As a part of the 4-H program, members are encouraged to learn a specific, useful activity, and to learn, too, how to show other club members the steps in performing that activity. Members who had given such demonstrations were given credit.

11. *Officers*. Local clubs usually have 3 or 4 officers elected by the club membership. A member who served as one of the officers of his club was given credit.

12. *Panel-talkfest*. As a part of the materials distributed by the State 4-H Club office, information was provided for panel discussions or talk-fests by club members at local meetings. Members who had participated in such activities were given credit.

13. *Camp Attendance*. Opportunities for enrollment and attendance at the county and State 4-H camps were provided members of the clubs, usually with some financial assistance. Members who had found it possible to share in this activity were given credit.

14. *Committee Work*. The State 4-H Club leaders and the county extension agents encourage the use of committees to plan phases of the club program. Members who had shared in committee work were given credit.

15. *Demonstrations* (2). Members who engaged in a second demonstration (see item 10) were given a second point for the additional performance.¹⁰

16. *Social-Activities Participation* (2). Members who engaged in a second social activity (see item 6) were given an additional credit.¹⁰

17. *Tours and Field Trips*. The State 4-H Club leaders and the county extension agents encouraged clubs to travel as a group to make observations in keeping with 4-H Club interests. Members who participated in such activities were given credit.

18. *Exhibiting* (2). Members who presented a second exhibit (see item 5) were given an additional credit point.¹⁰

19. *Judging*. Club members were frequently given training in judging; this related to a variety of agricultural and home practices. Club members who took advantage of this activity were given credit.

20. *Tours and Field Trips* (2). Members who participated in a second tour or field trip (see item 17) were given a credit.¹⁰

21. *Judging* (2). Members who had a second judging experience were given credit.¹⁰

¹⁰A maximum of two points was awarded for this activity.

It was possible for a member to receive 21 points for his learning-experience score. The mean score of the community-type club members was 9.81, and for the school-type club members 8.74. The critical ratio of the difference of the means is 2.50. This is significant at the 2 percent level of confidence.

Since the items included were judged by those most intimately associated with 4-H Club work to be representative of 4-H Club learning-experiences, in general, the validity of the scoring, insofar as its inclusions are concerned seems apparent. Whether or not this type of scoring will yield consistent results, that is, is the procedure reliable, warrants further investigation.

Since there were only 16 basic items, and 21 items altogether, it was not possible to use a split-half check of the total. Replication of the use of the scores as a check would necessitate another field-work program. The remaining recourse for the researchers was to apply other statistical techniques.

An attempt was made to scale the items of the index by the Guttman technique.¹¹ However, except for extreme items, only "project completion" and "exhibiting (1)" would scale at the level of 85 percent reproducibility. A Phi-coefficient was calculated for each of the items, and nine items with the highest Phi-coefficient were selected for an attempt at scaling the Guttman Technique. "Project completion" scaled at the 90 percent level of reproducibility and "exhibiting (1)", "recognition," and "demonstration (2)" at the 85 percent level of reproducibility.

This would seem to indicate that the conditions under which learning experiences were offered and received were such that a unilinear type of response on the part of the club member was not to be anticipated. Within the time and energy limits of club members and club leaders, and with the desire on the part of 4-H Club leadership to present a broad program, the conditions were not present in which scores based on a wide selection of items would scale. In discussing the problem of scale construction, Cisin¹² pointed out that the over-all index of club efficiency was less important than the single elements which were the basis of the total scores.

It was desirable, however, to have the over-all estimates of learning experiences to analyze social characteristics of members and of the clubs quite apart from distinguishing between the school-type and the com-

¹¹Guttman Techniques, presented in Vol. 4, *Studies in Social Psychology in World War II*, Samuel Stouffer, Editor, Princeton, N. J., Princeton University Press, 1950.

¹²Personal interview with Era H. Cisin by Sizer and Porter. Human Resources Research Office, George Washington University, Washington, D. C.

munity-type clubs. It was decided to analyze the school-type and community-type clubs on each of the items of individual learning experience and then to use the composite scores of the 21 items of each of the club members to explore the relationship between the social characteristics of the members and the clubs in the learning-experience situations. In the exploratory phases of the study, members were grouped into "low," "medium" and "high" levels of individual learning-experience scores, and the tentative nature of the conclusions was emphasized. The results of the analyses conform to the direct observational knowledge at the many points where such knowledge is available. The individual learning-experience scores provide data by which certain aspects of club work may be focused and discussed. The instrument (the individual learning-experience scores) is regarded as a probing device by which problems of club work may be considered for discussion until a more testable device is developed. Further efforts on the part of other researchers to develop measures of organizational performance is encouraged.

